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ABSTRACT

This document comprises a progress report on the 1988-89 activities of the Corporate/Community Schools of America (C/CSA), a not-for-profit coalition of business executives, concerned educators, and community leaders working to reform urban public education by setting standards for higher quality and by demonstrating successful instructional methods and sound school management principles that can be replicated in inner-city public schools nationwide. C/CSA establishes and operates business-sponsored elementary schools grounded in sound research, successful teaching methods, and "market-driven" innovations. The following major goals were accomplished in 1988-89: (1) opening the flagship demonstration school in Chicago; (2) involving parents in their children's learning and providing opportunities for their own educational development; and (3) establishing a program to connect students and their families with social service agencies that can help them surmount societal obstacles to learning. The following goals for 1989-90 are outlined: (1) instructional program development; (2) faculty development; (3) parent programs and involvement; (4) social service support network; (5) professional development; (6) public school outreach; (7) research and evaluation; and (8) reform and project development. A summary of cash flow and expenditures is illustrated with statistical data on two charts and one graph. Lists of contributors and donors are appended. (FMW)

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ED311104

PROGRESS REPORT

C/CSA

Corporate/Community Schools of America

... the force for critical change

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Walter Kraus
Corporate/Community Schools of America
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dear C/CSA:

I submit to you this letter of gratitude to express what has truly transpired in my heart.

... There has been such a positive change in [my 5-year old son] that I would have to start a diary to keep up with his progress. Not only has his vocabulary extended, but his sentences are fuller and complete. ...

... [My daughter], a very shy, little 8-year old, started only a week ago. The first day I picked her up from school, she told me she had six new best friends. By the end of the week, she was running for class vice-president. ...

In Short: C/CSA has a God-sent vision and staff for children's education.

Letter from C/CSA parent

the change begins ...

JUNE 1989

UD 026 983

Ribbon-cutting for C/CSA's flagship school on August 18, 1988, in Chicago's inner-city Lawndale area.

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C/CSA*

...the force for critical change

Dear Friends:

Twenty years ago I launched a personal quest to involve corporate America in solving the problems of the inner-city -- not just with their dollars, but with the more personal, and more important, commitment of their management skills as well. This year -- through the generous assistance of many far-sighted Chicago business leaders -- the realization of that quest began: On August 18, 1988, we dedicated the Corporate/Community Schools of America's flagship school in Chicago's inner-city Lawndale area.

At the ribbon-cutting on that hot summer's day -- shared nationally and overseas through the enthusiastic response of Chicago's electronic and print media -- residents of inner-city America stood shoulder-to-shoulder with community leaders, educators, politicians, Chicago celebrities Walter Payton, Gale Sayers, and Oprah Winfrey, and the chairmen of great American companies such as Baxter International, Johnson Publishing, McDonald's, Premark International, Quaker Oats, Sears Roebuck, and United Airlines. This diverse crowd symbolized the kind of coalition C/CSA is forging to reform urban public education in America.

In the months since then, a continuous stream of visitors has come to see the school and its students. What they see is a safe, friendly, educationally stimulating environment. They see teachers who care. They see parents who help. They see children who learn.

And they see hope for a better future. In the words of Vernon R. Loucks, Jr., Chairman and CEO of Baxter International -- "C/CSA can be the force for critical change in the educational pattern of this nation."

Our successes to date result from the dedicated efforts of our Principal, Board of Directors, board committee members, and program staff. But our work is far from complete; the failure of urban public education is a national problem that requires a national approach. While we want to prove our concept in Chicago before beginning in other cities, we will continue to provide information and furnish assistance as requested. We truly believe that C/CSA schools can create the force needed to make all public schools: "the cherished centers of our children's lives."

Sincerely,

Joe Kellman
President
C/CSA Board of Directors

* Corporate/Community Schools of America
Suite 1725, 407 South Dearborn, Chicago, Illinois 60605
(312) 427-0468

C/CSA . . . the force for critical change

C/CSA: A PARTNERSHIP FOR SCHOOL REFORM

The Corporate/Community Schools of America is a not-for-profit coalition of business executives, concerned educators, and community leaders working to reform urban public education in the United States. Our goal is to effect critical change in educating inner-city children by setting standards for higher quality urban public education and demonstrating successful instructional methods and sound school management principles that can be replicated in inner-city public schools nation-wide.

C/CSA establishes and operates business-sponsored elementary schools grounded in sound research, successful teaching methods, and "market-driven" innovations. Like our flagship school, which opened officially in Chicago in September 1988, all C/CSA schools:

- Will be located in inner-city neighborhoods to serve a randomly selected student population that accurately reflects the racial and socio-economic composition of the local public schools
- Will measure student progress with standard achievement tests and other assessment techniques so that achievement levels of C/CSA students can be compared to those of public school students
- Will operate, at full enrollment, at per-pupil costs comparable to local public school systems
- Will form the hub of a network of social-service agencies that provide students and their families with necessary assistance

EDUCATION: A NATIONAL CONCERN

The adverse economic and social consequences of a poorly educated citizenry -- indicated, in part, by crime and its associated human and financial waste, the decline of America as an economic leader in the world community, and the devastating unreadiness of our nation's workforce to compete successfully in global markets -- pose major threats to our nation's future.

Only if we succeed in educating ***all*** our youth can we meet these challenges and preserve the democratic principles that have made America a model for the rest of the world.

SOUND MANAGEMENT: A KEY TO SCHOOL REFORM

C/CSA recognizes that in the poorest sections of Chicago, as in most other American cities, there are isolated examples of public schools that "work." We also understand that these "magic" schools achieve success, unfortunately, ***not because of but in many cases in spite of*** the established school system.

C/CSA believes that, to successfully reform urban public education, we must institute both the educational principles appropriate for inner-city schools and the management principles necessary for them to prevail. Given proper management, adequate resources, and a shared vision of excellence, we are convinced that urban public schools that "work" can become the rule rather than the exception.

C/CSA . . . educational principles for critical change

C/CSA holds that the surest path to meaningful school reform begins with a clear vision of what schools should be -- for every child. Our vision is firmly based on 10 proven principles for educational success:

A philosophy for educating children

> C/CSA's fundamental precept is that ***all children can be powerful life-long learners.***
>
> We believe that the social issues that children bring to school -- if properly addressed -- need not impede their efforts to become powerful learners. C/CSA's goal is to develop self-motivated children who are able to learn despite obstacles imposed by their living conditions.

A strong principal -- the school's CEO -- dedicated to instilling superior management into the educational process

A highly professional faculty selected for their commitment to help ***all*** children succeed at learning

Safe, clean, and adequately equipped physical facilities that encourage learning and provide a setting where children can acquire respect for self, other people, property, and society at large

Early childhood education, beginning at age 2, that fosters positive social development and readiness for learning

A non-graded curriculum that allows each child to progress at his or her own optimal rate of development physically, emotionally, socially, and academically

Culturally appropriate instructional experiences and materials that foster a positive self-concept and encourage respect for children's diverse heritages

Year-round schooling that compels continuous learning and fosters an appreciation for the work ethic

Strong parental and family involvement that goes beyond the child and engages the entire family in the educational process

A support system of resources that provides services to students, parents, and families to ensure learning success

> C/CSA understands clearly that success in urban education means reaching beyond the school walls. We see the inner-city school as the hub of a larger constituency of parents, social agencies, and community leaders who share a joint responsibility for nurturing, educating, and creating a sense of hope for the future in their community's children.

C/CSA . . . management principles for critical change

C/CSA believes that achieving educational success requires the application of sound business management techniques to the schooling process:

Meeting market needs to fulfill the educational and support-service requirements of students, parents, and families

Strict accountability for performance to hold principal, faculty, and staff directly responsible for the educational success of each child

Participatory decision making to foster ownership of student's educational success by principal, faculty, parents, students, and community

Authority and autonomy at the operating level to provide freedom for faculty and staff to develop appropriate educational responses to student's individual needs

Employment based on demonstrated competence to ensure an instructional staff capable of successfully meeting the educational needs of inner-city children

Compensation tied to verifiable performance to assure objective standards for measuring accomplishments and rewarding effective and efficient achievement of objectives

Compensation adequate to attract and assure professionalism to maintain a learning community of the highest quality, dedicated to providing educational excellence for urban youth

C/CSA ORGANIZATION

National Advisory Board

Walter E. Massey
VP for Research and Argonne National Laboratory
University of Chicago
Chairman, National Advisory Board, C/CSA

A. Bartlett Giamatti
Commissioner of Major League Baseball
Former President, Yale University

Hanna H. Gray
President
University of Chicago

Chicago Management Team

Joseph Kellman
President
Globe Glass & Mirror Company
President, Board of Directors, C/CSA

Walter L. Kraus
Assistant to the Chairman and CEO
Baxter International Inc.
Executive Director, C/CSA

Primus J. Mootry
Executive Vice-President
Better Boys Foundation
Project Director, C/CSA

Elaine C. Mosley
Principal
Chicago School, C/CSA

C/CSA . . . directors for critical change

The Board of Directors of a C/CSA school is made up of corporate executives selected from sponsoring companies, prominent educators, and residents of the school community, including a parent of a child enrolled at the school. The education and community representatives together constitute a majority of the board members.

The Chicago School Board of Directors is responsible for general policy and fiscal oversight of the school; promoting partnerships with public schools and other key groups to validate educational innovations and seek system-wide adoption of those proved effective; and reporting regularly on results to investors and the public. The principal is responsible for operating the school within goals set by the board.

C/CSA CHICAGO BOARD OF DIRECTORS

Business Representatives

John M. Costigan
Sr VP & General Counsel
Premark International, Inc.

Charles E. Curry
Manager Community Relations
Quaker Oats Company

Tone N. Grant, President
Refco, Inc.

Thomas W. Hodson, Corporate
VP Baxter International Inc.

Joseph Kellman, President
Globe Glass & Mirror Company

Robert J. Manning, VP
Commonwealth Edison Company

Charles J. Ruder
VP Corporate Public Affairs
Sears Roebuck & Company

Education Representatives

Michael J. Bakalis
School of Education
Loyola University

Barbara Bowman
Director of Graduate Studies
Erickson Institute

Orley Herron, President
National College of Education

Robert A. Saddler
Superintendent, Dist. 7
Chicago Public Schools

Community Representatives

Frank Atwater, Owner
A-Mart Insurance Company

Vernice Brownlee
Community Representative

Earlean Lindsey, President,
Westside Association for
Community Action

Sandra J. Taylor
Parent Representative

Committee Chairs

Joseph Kellman, **Executive**

Orley R. Herron (Co-Chair)
Lynn McCarthy (Co-Chair),
Director, Baker Demonstration
School and Associate
Professor
National College of Education
Education

Charles E. Curry
Public School Relations

Frank Atwater
Community Outreach

Charles J. Ruder
Finance

Robert J. Manning (Co-Chair)
Becky W. Osterberg (Co-Chair)
VP Communications
Premark Internations, Inc.
Public Information

Officers

Joseph Kellman, **President**

Donald Ureel, **Treasurer**
Manager, Audit Department
Price Waterhouse

Orley R. Herron, **Vice-President**

Walter L. Kraus, **Secretary**
Asst to Chairman and CEO
Baxter International Inc.

Earlean Lindsey, **Vice-President**

Thomas Donahoe, **Asst Treas**
Vice-Chairman
Price Waterhouse

Beginning the change . . . goals for 1988-1989

Open a flagship school in Chicago in September 1988, to:

- Serve 150 pre-primary and primary level children, ages 2-8
- Enable effective teaching by supporting and assessing teachers, providing them with adequate resources, and implementing a faculty-designed professional development program
- Demonstrate early educational success through increased student motivation for learning

Provide parents of enrolled children opportunities to join the school's learning community

Establish a program to connect families with social service agencies

Develop systems to measure students' physical, emotional, social, and academic development

Forge strong ties with universities to conduct educational research and to develop cooperative programs

Initiate working partnerships with local public schools to share information

Continue to establish strong ties with Chicago's educational, business, union, and legislative leaders to encourage public school adoption of the principles and methods demonstrated in the school

Work with the National Advisory Board to establish the roots of C/CSA programs in other cities

C/CSA*

...the force for critical change

Dear C/CSA Contributors and Friends:

Imagine! Only a few months ago we were scurrying about preparing for the opening of our new building, and today we are an emerging "model" school successfully beginning to practice and demonstrate excellence in urban public education. Only the generosity, dedication, and hard work of our highly talented teachers and support staff, Board of Directors, community leaders, parents, and a host of C/CSA contributors and supporters have enabled us to start 153 randomly selected inner-city students on the path to life-long learning and success. Thank you all.

Each day at our school, the gratifying evidence of dynamic teaching and successful learning confirms C/CSA's belief that excellent schools are possible in all of America's inner-cities. Our children are becoming confident and competent learners. In addition, our professional development programs, parent education and training classes, and adult education programs for community residents have begun to forge parents, neighbors, and our colleagues in local public schools into a growing constituency advocating the C/CSA belief that all children can be powerful learners.

Yet, we are not ready to claim accomplishment of our ambitious goal of systemic change in urban education. The struggle has just begun, and the days ahead will be challenging indeed. However, with your continued support, we can achieve our objectives to become a resource for children, families, and educators and -- more important -- to become the force for critical change.

If you have not yet visited our school, I invite you to come and share the reality of the educational excellence that is possible for all children.

Educationally yours,

Elaine C. Mosley

Elaine C. Mosley, Ed.D.
Principal
Chicago School, C/CSA

* Corporate/Community Schools of America
751 South Sacramento, Chicago, Illinois 60612
(312) 638-1212

Chicago School . . .

C/CSA's primary objective for 1988 was accomplished when we opened our Chicago School on September 6, 1988, to provide pre-school and elementary instruction to 153 randomly selected inner-city students, ages 2-8.

Located at 751 South Sacramento Boulevard on Chicago's West Side, the school has enrollment boundaries of Jackson Boulevard on the north, Western Avenue on the east, 26th Street on the south, and Kostner Street on the west, and includes sections of four communities -- the predominantly African-American North Lawndale and East and West Garfield neighborhoods and the predominantly Hispanic South Lawndale neighborhood. These communities have social and economic characteristics typical of inner-city neighborhoods throughout America. The enrollment area cuts across four Chicago public elementary school districts.

Except for a three-week vacation in August, the school operates year-round. The school is open from 7 a.m. to 7 p.m. to relieve working parents of the worry of unattended children before or after school. Breakfast, lunch, and healthful snacks are served, and a full range of stimulating activities are provided before and after regular school hours. Transportation is provided as necessary for primary students; pre-primary students are dropped off and picked up by their parents.

2-year olds develop social and language skills through cooperative play

. . . the change begins

At full enrollment, the school will have 300 students, ages 2 through 13. New students, principally although not exclusively, 2- and 3-year olds, will enroll each fall over the next three years until full enrollment is reached.

Students are chosen by a computerized, random-selection process devised with the help of Northwestern University's Center for Urban Affairs and Policy Research and conducted by an independent researcher at the University of Illinois at Chicago. The program is designed to select a student body with characteristics comparable to the Chicago public elementary schools in the C/CSA school's enrollment area. The C/CSA school keeps siblings together by enrolling all age-eligible children in selected families.

For this year's initial classes, all interested families with children of enrollment age in the school's enrollment area had an equal chance of being selected. Applications printed in English and Spanish were distributed, and every attempt was made to encourage all eligible families to apply. Churches, social agencies, and community organizations assisted in the effort. More than 1000 applications were received and fed into the computer program to select the 153 original students.

3- and 4-year olds develop observation skills in preparation for academic learning.

Every child without exception . . .

The Chicago School has already shown early educational success in increased student motivation for learning. An excellent attendance rate, teacher observations, and parent survey responses emphasize that C/CSA students are enthusiastic about attending school and participating in learning activities. In fact, the most common parent comment has been that children are upset when they have to miss school.

To help each child achieve his or her highest level of potential performance the school emphasizes the process of learning. Children are taught according to their individual needs, and their progress is evaluated according to their individual accomplishments. Individualized plans are then developed to help each child build on his or her strengths. Even children who had been labeled as special education or behavior disordered in other schools are functioning well in regular C/CSA classes.

5- and 6-year olds develop language skills and cooperative work habits in the listening center.

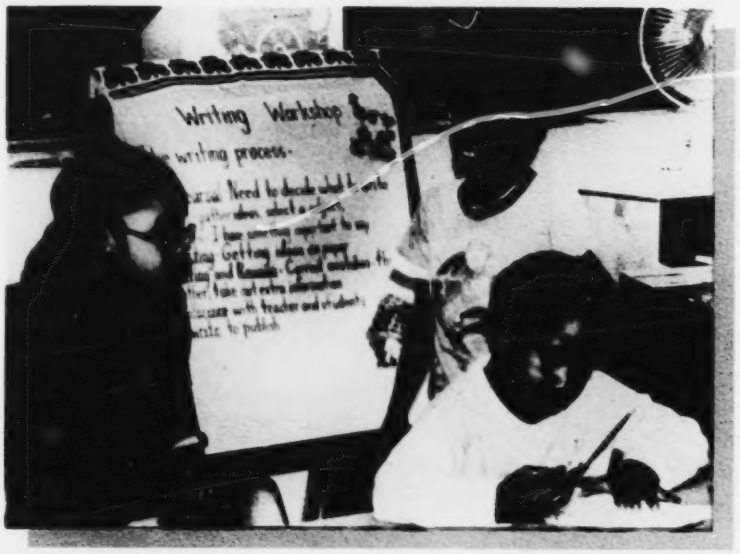
. . . can be a powerful learner

The C/CSA school keeps class sizes comparable to those in the area's public schools. As a cost-effective means of accommodating high pupil-to-teacher ratios, we employ an Instructional Aide in each classroom to extend the professional teacher's effectiveness. To ensure that they can provide constructive instruction, not just administrative help, our aides are selected from aspiring teachers in college-level education programs. In addition to benefitting our students, the aide program also benefits student teachers and the entire educational community by providing realistic and meaningful experience in inner-city teaching.

The school also employs other teacher support programs to enable effective teaching. The principal conducts frequent classroom observations to assess teacher performance and evaluate implementation of the instructional program. Classrooms are equipped with computers, listening centers for language study, and a host of manipulative instructional materials to stimulate learning. Teachers participate in a comprehensive professional development program and have already attended sessions on computers, multicultural education, and innovative methods for teaching writing and mathematics.

The pre-school program meets the licensing standards for day-care centers established by the Illinois and Chicago Departments of Children and Family Services.

7- and 8-year olds develop creativity, self-expression, and critical thinking through writing workshops.



Chicago School . . . parent support for powerful learning

Our second major objective was to involve parents in their children's learning and to provide them with opportunities for their own educational development in the school's learning community.

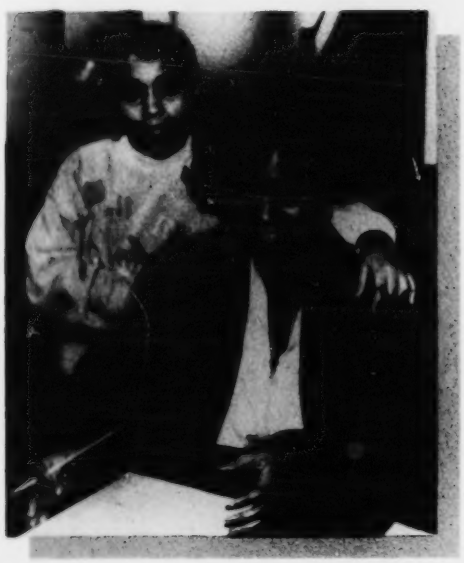
C/CSA parents are engaged by design in their children's schooling:

> The school has an aggressive outreach program to encourage parents to participate, and every parent activity is presented twice: morning and evening.
>
> The school's hours are convenient to working parents, and parents can ride the bus to school with their children, have lunch with them, and participate in their daily activities.
>
> Pre-school parents must visit the school twice each day when they drop off and pick up their children, and the school's narrative form of reporting student progress requires all parents to confer with their children's teachers at least four times a year.

Parents serve as classroom volunteers, greeters for school visitors, instructional aides, paid bus attendants, and supporters of other important school operations.

Parents learn how to foster their children's development and education and how to reinforce positive behavior at home, at school, and in the community.

To further their own educational growth, parents, along with other community residents, attend C/CSA sponsored classes that they helped develop. Current classes offered in the school's Parent Activity Center include: General Educational Development for high school equivalency diplomas, adult literacy, and word processing.



C/CSA parents respond positively to opportunities to improve their children's and their own education.

Chicago School . . . "HUB" for powerful learning

Our third major objective was to maximize the benefits of the school's educational excellence by establishing a program to connect students and their families with social-service agencies that can help them surmount societal obstacles to learning.

A C/CSA school becomes the center -- the "HUB" -- of a network of support agencies that helps students and their families overcome traumas at home and learn how to resist the culture of the street. Because the "HUB" builds on the established institutional and other strengths of the community, it is a cost-effective way for schools to ensure that students and their families are provided direct and timely health and social services.

The Chicago School is the "HUB" of a support network including:

Bethel New Life, Inc.
Better Boys Foundation
Bobby Wright Community Mental Health Center
Boy Scouts of America
C/CSA Parents
Chicago City Colleges
City of Chicago -- Department of Human Services
Douglas Branch Library
Dr. King Boys & Girls Club
Joyce's Fine Arts Academy: Employment and Training
Literacy Volunteers of America
Mt. Sinai Hospital
University of Illinois Medical Center
West Side Association for Community Action
West Side Learning Center
YMCA Urban Programs West

Chicago School "HUB" organizations have provided hearing, eye, physical, and other medical examinations for children; eye glasses and hearing aids; and counseling for children and families. They have also helped turn on heat in students' homes, find adequate housing for students and their families, provide job counseling for parents, and delivered other help to foster a positive learning environment.

OTHER OBJECTIVES SUCCESSFULLY ACCOMPLISHED:

Began planning with selected colleges and universities to develop evaluation systems beyond standard testing methodology to measure students' physical, emotional, social, and academic development

Initiated contacts with the Universities of Chicago and Illinois; Loyola, Northwestern, and Roosevelt Universities; and the National College of Education to discuss their participation in developing research, teacher training, and other programs to enhance the education of inner-city youth

Instituted partnerships with public school administrators and teachers to share information on improving education for all children in the school's enrollment area

> Chicago public school educators have participated in C/CSA professional development seminars and in presentations on innovative instructional programs for mathematics and writing.
>
> Robert A. Saddler, Superintendent of the Chicago Public Schools Elementary District 7 (which is partly in the C/CSA school's enrollment area) has joined the C/CSA Chicago School's Board of Directors as an Education Representative.

Continued active interaction with Chicago school reform organizations, community groups, the public school system, and business, government, and political leaders to encourage public school adoption of successful methods demonstrated in the Chicago School

Joined the dialogue with business organizations, community groups, Chicago Board of Education, and the Illinois State Legislature to share C/CSA ideas for reform in the Chicago Public Schools

While we believe it is premature to expand C/CSA schools to other cities until we have proven our concept and begun to effect meaningful change in Chicago, it is within our design to capitalize on all opportunities to seed our vision and approach.

Accordingly, as we have already demonstrated in responding to the more than a dozen serious inquires about C/CSA and our Chicago flagship school, we will continue to provide information and furnish assistance as requested by educators and business leaders in other major cities.

Chicago School . . . leaders for powerful learning

Elaine C. Mosley, **Principal**

Teachers

Pre-Primary

Dorothy Miller
3-4 year olds
Pre-Primary Coordinator

Dan Harris
2 year olds

Primary

Debbie Adolphson
5-6 year olds

Delois Haymon
5-6 year olds

Primary

Mary Kathleen Irwin
7-8 year olds

Harlean Sterrenberg
7-8 year olds

Instructional Aides

Virginia Mann
3-4 year olds

Sandra Woodard
3-4 year olds

Brenda Peoples
2 year olds

Theresa Bowman
5-6 year olds

Rene L. Williams
5-6 year olds

Bridget Cole
7-8 year olds

Bernard Crowder
7-8 year olds

School Nurse and "HUB" Coordinator

Phyllis Pelt, R.N.

School Support Team

Office

Jacqueline Mills
Administrative Secretary

Theresa Lashley
Parent Training Secretary

Building Keepers

Mildred Porter
Head Building Keeper

Theodore Kimbrough
Building Keeper

Bus Attendants

Mildred Hunter

Toryia Jones

Doris Woods

Cafeteria

Dorothy Jordan
Food Services Manager

Janie Johnson
Aide

Continuing the change . . .

INSTRUCTIONAL PROGRAM DEVELOPMENT:

- Increase enrollment to approximately 200 students in September 1989 through the random selection of 50 new students, primarily 2- and 3-year olds
- Recruit two intermediate grade teachers for 9- and 10-year olds
- Document and disseminate to educators and other interested individuals the school's educational philosophy, curriculum, and instructional practices for pre-school and elementary-age children
- Develop and implement an effective, low-cost science program
- Develop and implement a foreign language program
- Develop and install a computer laboratory
- Implement an art and music program
- Increase after-school program activities, including homework helpers, Brownies, and Cub Scouts
- Begin development of an information resource center

FACILITY DEVELOPMENT:

- Equip two new classrooms for 9- and 10-year olds
- Acquire and equip an outside playground

PARENT PROGRAMS AND INVOLVEMENT:

- Establish parent-teacher support teams for developing curriculum and providing educational support services
- Continue to expand and intensify parent involvement in other areas of the school's operation
- Expand adult education courses and training opportunities for C/CSA parents and other community residents

SOCIAL-SERVICE SUPPORT NETWORK:

- Expand the scope and involvement of the family-pupil support network
- Document the "HUB" concept

. . . goals for 1989-1990

PROFESSIONAL DEVELOPMENT:

- o Train staff in strategies and techniques of foreign language instruction
- o Continue developing instructional and support staff competency to assess student development and apply appropriate, timely instructional responses based on students' individual needs

PUBLIC SCHOOL OUTREACH:

- o Strengthen and expand networking with the public schools by involving public school educators in the development of the school curriculum, instructional practices, and pupil assessment and response techniques
- o Continue to invite public school educators to share in staff professional development programs

RESEARCH AND EVALUATION:

- o Develop and implement a program for the expert, objective evaluation of school philosophy, curriculum, programs, and instructional practices
- o Develop and implement programs to measure factors influencing school outcomes, responses, and student achievement

REFORM AND PROJECT DEVELOPMENT:

- o Work with Leadership for Quality Education (LQE), other reform groups, inner-city community organizations, corporations, and educational leaders in Chicago to position the C/CSA Chicago School as a management and instructional model for fundamental change in the Chicago Public Schools
- o Raise local and national visibility of C/CSA as the force for critical change through continued presentation of C/CSA's principles for successful educational reform
- o Continue to provide timely response to serious interest in the C/CSA program and principles

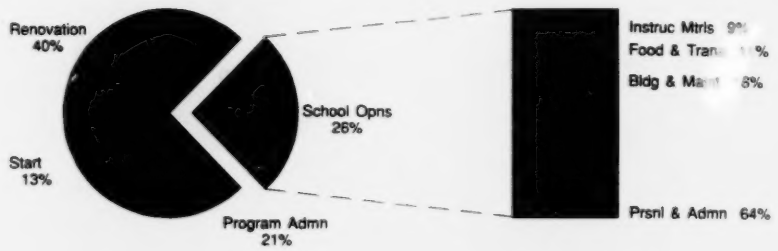
Financial summary . . .

C/CSA CASH FLOW
(from inception 3/11/87 through 3/31/89)

Total pledges through 3/31/89	$ 3,007,096
Donations received	2,072,429
Interest earned	29,450
Bank bridge loan	250,000
Subtotal	2,351,879
Expenditures	2,163,661
Cash as of 3/31/89	188,218
Budgeted expenditures through 6/30/89	2,460,538
Additional cash required through 6/30/89* (Includes loan payback)	358,659

* We are in the process of collecting further donations against pledges to fully fund remaining budgeted cash requirements for fiscal year ending 6/30/89.

C/CSA EXPENDITURES
(3/11/87 - 3/31/89)



Total Expenditures
$2,163,661

School Operations
$567,899

Expenditures in our first fiscal year and through the beginning of FY 88-89 were primarily start-up expenses such as building renovation, furniture and equipment acquisition, teaching and child development materials, and professional services. After the opening of the school in September 1988, expenditures began to shift to expenses for school operations.

. . . expenditure summary

C/CSA EXPENDITURES
(from inception 3/11/87 through 3/31/89)

C/CSA PROGRAM ADMINISTRATION

Personnel	$ 192,310
Professional services (public information, legal services, and studies)	144,180
Administrative	90,739
Ribbon-cutting/school opening	21,012
Repairs to wing of school building (tenant: Department of Mental Health)	14,764
Subtotal	463,005

C/CSA CHICAGO SCHOOL

Renovation, Preparation, Startup

Personnel	69,368
Professional services	22,678
Personnel search	13,102
Staff development	12,069
Equipment and supplies	62,180
Administrative	4,108
Student selection	16,587
Lease/insurance/utilities	72,928
Renovation	859,737
Subtotal	1,132,757

School Operations

Personnel	353,631
Professional services	4,000
Staff development	5,000
Class supplies	43,630
Maintenance supplies	10,778
Maintenance and repair	15,528
Food	24,886
Pupil transportation services	38,735
Administrative	9,680
Lease/insurance/utilities	62,031
Subtotal	567,899
Grand Total	$ 2,163,661

Contributors . . .

Our special thanks to all our corporate and individual investors and our many friends who have volunteered more than generous measures of talent, effort, and time to make the Chicago flagship school a success. And, of course, our sincerest apologies to anyone whose name we may have inadvertently omitted. We thank you all.

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. . . And our special thanks to all who so graciously assisted in the production of the Quaker Oats-sponsored C/CSA video

Children are living messages
we send to a time
we will not see
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